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ABSTRACT

General guidelines are presented in the pamphlet for intercultural, host nation programs designed specifically for USDESEA elementary and certain junior high schools, but applicable to high schools. Emphasis is upon incorporating the host nation's community resources and talents into the school's curriculum, recognizing the unique opportunity for cross cultural studies. Major objectives of the program are to foster tolerance, understanding, and respect for cultural differences and similarities, sociological compatibility, and esthetic appreciation. Content includes information on the foreign language program of the host nation; development of a program which reflects the unique needs and talents of the faculty and students and utilizes many community resources; teacher orientation; recognition of the uniqueness of the host program that has no counterpart in the U. S.; guidelines for administrators; departmentalized programs; the need for cooperative efforts of the host nation-teacher, American teachers, and school administrators; and elementary school scheduling suggestions. The last part of the pamphlet provides a framework of suggestive concept areas by grade level; guidelines for community field trips; and a chart for self-evaluation of the school's host program. (SJM)

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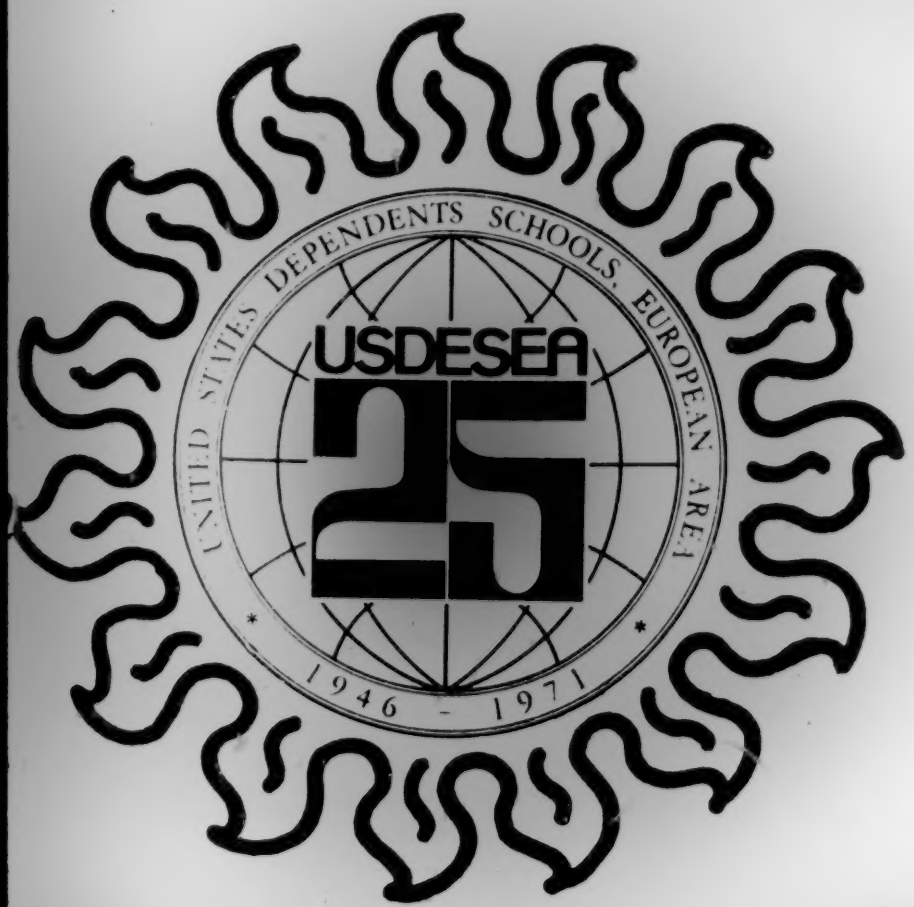

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UNITED STATES DEPENDENTS SC
EUROPEAN AREA
APO 09164

P A M P H L E T)
NO. 352-200)

EDUCATION

MOVING OUTWARD/INTERCULTURAL EDUCATION

This pamphlet is an outgrowth of several meetings with a committee of USDESEA

Though particular emphasis is upon intercultural programs in elementary and ce

to high school host nation programs.

It contains general guidelines for your faculty's review and consideration, an

FOR THE DIRECTOR:

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DISTRIBUTION: A, B, C (2), I, K, N, plus
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1 ea LN Foreign Language Teacher
1 ea Grade Level Chairman, Type A & B Elem Sch
1 ea High School Soc Studies Dept Chairman
1 ea High School Foreign Lang Dept Chairman
2CF

This pamphlet supersedes USDESEA Pam 621-216 dated 13 Dec 1965 and USDESEA Pam

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*USDESEA Pam 352-200

DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
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APO 09164

15 July 1971

EDUCATION

neetings with a committee of USDESEA American and host nation educators during this year.

ultural programs in elementary and certain junior high schools, there is much that applies

aculty's review and consideration, and supersedes all previous publications.
(AEUED-C Karls Mil 8417)

EDWARD C. KILLIN
Deputy Director

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6 dated 13 Dec 1965 and USDESEA Pam 621-218 dated 20 May 1967

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Moving Outward/Intercultural Education

A CHALLENGE

After a quarter of a century abroad, USDESEA schools can look back upon their host nat
have had their share of successes - and, certainly, their failures.

We can fail because of our own American-made walls. Our PX's, commissaries, film thea
provide quite adequately for the same needs common to any American living in Sandusky,
the overseas American's home within this American island community is, indeed, his cas
'tour" of duty. His family being fed, clothed, housed, furnished, educated and adequa
easily perceive the "local economy' as a strange, rather distant, somewhat unnatural a

We can fail because we have been guests for so long that many of our hosts see us as a
sense to their soil. Or worse, we are not seen at all. We have become "wallpaper" re
nation communities.

Perhaps because of our own lack of vision or wrong perspective, the host nation progra
to foreign language instruction and academic review of various aspects of the culture
tions and interaction within that culture immediately outside the school.

We feel that the host nation community should be an important part of our schools' cur
resource which our schools have that no other system in the U.S. has. If we fail to t
schools are nothing more than duplicates of schools anywhere in the United States.

Perhaps we should call this our "25 Year Itch" phase. We need to stop viewing the host
school curriculum. The principal will need to provide opportunities for the American
their programs as a team and his host nation staff with time to make contacts with the
ta, and to assist the faculty with services which traditional lock-step schedules have

That, then, is the challenge to every superintendent, principal and teacher. I urge ea
and the willingness to try a new way, a better way, to develop as a faculty a host nati
tion and talents in providing your students with direct, personal involvement with our

We need to take our cue from Goethe: "He who knows nothing of any foreign culture know

J A Mason

JOSEPH A. MASON
Director

A CHALLENGE

abroad, USDESEA schools can look back upon their host nation programs with mixed emotions. Our schools esses - and, certainly, their failures.

wn American-made walls. Our PX's, commissaries, film theaters, bowling alleys, churchs, and our schools the same needs common to any American living in Sandusky, Ohio or Butte, Montana. Like the Englishman, within this American island community is, indeed, his castle during his brief (perhaps to him, too long) being fed, clothed, housed, furnished, educated and adequately serviced by this community, he may very conomy' as a strange, rather distant, somewhat unnatural and largely irrelevant phenomenon.

been guests for so long that many of our hosts see us as a permanent fixture attached in some military se, we are not seen at all. We have become "wallpaper" residents, the invisible guest, in many host

ack of vision or wrong perspective, the host nation programs in some of our schools are largely related ion and academic review of various aspects of the culture which are not related to any planned observa- that culture immediately outside the school.

community should be an important part of our schools' curriculum. It is, in fact, the only single ave that no other system in the U.S. has. If we fail to take advantage of our unique location, our duplicates of schools anywhere in the United States.

our "25 Year Itch" phase. We need to stop viewing the host nation program as a separate adjunct to the cipal will need to provide opportunities for the American and host nation teachers to plan and organize his host nation staff with time to make contacts with the local community, to gather materials and da- with services which traditional lock-step schedules have prohibited.

to every superintendent, principal and teacher. I urge each of you to accept the freedom to explore new way, a better way, to develop as a faculty a host nation program which utilizes your unique loca- your students with direct, personal involvement with our host nation culture.

Goethe: "He who knows nothing of any foreign culture knows very little of his own".

J. A. Mason

JOSEPH A. MASON
Director

Moving Outward/Intercultural Education

I. WHAT IT'S ALL ABOUT - OBJECTIVES IN BRIEF

The USDESEA host nation program seeks to provide broad dimensions to the curriculum for fo
standing, sociological compatibility and esthetic appreciation.

As a result of successful host nation education experiences, the student will act in such

1. Feels comfortable in the contacts with the host nation community that relate to h
using money, etc.)

2. Perceives, appropriately for his stage of personal development, the similarities
that of the host nation, and demonstrates his respect for the differences by conducting hi

3. Realizes that each people develops its own response to the conditions of life wit
case an American culture; that is, that one culture is not intrinsically better than anoth

4. Develops, appropriately for his age level, a sensitivity to or understanding of c
fluence on the internal and external affairs of the host nation.

5. Derives satisfaction from personal contacts with members of the host nation.

6. Increases his confidence and ability to act independently in his host community.

7. Becomes more culturally literate through direct exposure to that which is unique

8. Uses those elements of the host nation language appropriate to his contacts with

THESE OBJECTIVES apply to all classroom teachers, principals and other professional staff
ulum. The host nation program must therefore be a concern of all persons serving on curric
objectives.

I. WHAT IT'S ALL ABOUT - OBJECTIVES IN BRIEF

a to provide broad dimensions to the curriculum for fostering cross-cultural tolerance and under- and esthetic appreciation.

n education experiences, the student will act in such a way as to show that he:

ntacts with the host nation community that relate to his life in it (eating, skiing, shopping,

r his stage of personal development, the similarities and differences between his culture and rates his respect for the differences by conducting himself accordingly in the host community

velops its own response to the conditions of life without reference to a "standard" or in his at one culture is not intrinsically better than another.

his age level, a sensitivity to or understanding of current events which have significant in- affairs of the host nation.

rsonal contacts with members of the host nation.

ability to act independently in his host community.

rate through direct exposure to that which is unique to the host community.

ost nation language appropriate to his contacts with the community where it is spoken.

om teachers, principals and other professional staff as an integral part of the school's curric- herefore be a concern of all persons serving on curriculum committees to plan to implement these

II. FOREIGN LANGUAGE I

The most important purpose of a foreign language program is to t
objectives, but basically that's what foreign language programs
parison with certain standards of achievement suitable to the pu
established by basic text and associated examination materials u
ally similar language competency at the course's onset. The sta
learning German in Duluth, Oklahoma City, Philadelphia, Okinawa
sourceful teacher of Spanish in Spain or of German in Germany wi
strengthen student performance, but basically the goal for all f
language to those who have elected to receive instruction in tha

The purposes of a host nation program have been identified in th
rounding host nation community that they would be completely ina
tions, contacts and interaction with the community are the progr
in such ways, he shall require a number of classroom preparatory
grams. Foreign language supports the purposes of the host natio
for those contacts requiring certain kinds of language competenc
time in USDESEA. The role of language will be just as important
to function in various kinds of host nation activities. If he i
are, how many to identify, how to inquire about them, to compute
where the items come from, what transportation facilities were r
tural background will be expected to operate in a more involved

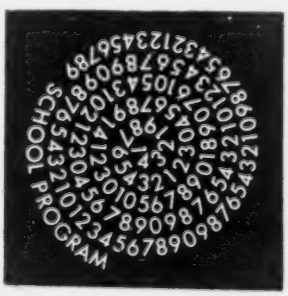
In brief, the immediate concerns of a foreign language program a
oriented. In fact, they are very human concerns.

II FOREIGN LANGUAGE IN THE HOST NATION PROGRAM

eign language program is to teach a foreign language. No question. There are certainly related at foreign language programs are all about. Student performance can be clearly measured by com- chievement suitable to the particular level of the language covered. These standards are usually iated examination materials used during a fixed period of time with a group of students of gener- the course's onset. The standards are fairly universal, that is to say they apply to a student City, Philadelphia, Okinawa, Ankara or even in an American school in Spain. Certainly, a re- in or of German in Germany will take as much advantage of the culture as possible in order to basically the goal for all foreign language programs, regardless of location, is to teach that to receive instruction in that language.

am have been identified in the previous section. The objectives are so closely tied to the sur- they would be completely inappropriate outside the host nation. Personal perceptions, observa- h the community are the program's major concerns. If an American student is expected to perform mber of classroom preparatory experiences which relate to community-oriented projects and pro- he purposes of the host nation program. Elements of that language will certainly be desirable h kinds of language competency suitable to the child's age, maturity, background and limited age will be just as important, even more important, since the child will need language in order t nation activities. If he is to buy certain items at the market, he needs to know what they nquire about them, to compute their cost, count change, possibly how to get there and return, nsportation facilities were required, etc. The child with more sophisticated language and cul- o operate in a more involved way.

a foreign language program are academic. Those of a host nation program are more socially uman concerns.



III. MY OWN BACK Y

If we say that every child is an individual distinct in many ways from all that school. There can be no standard, prescriptive host nation curriculu from all other faculties. So, too, is your community. The resources in W are these resources? How can we observe and analyze them in the same mann part of its curriculum? There are community services, institutions, histo tries, newspapers - and, most important, people. The American and host na part of <u>your</u> school's curriculum.

You will need to begin to develop a program which reflects the unique need utilizes those many resources available in the community. This means that a counselor, a resource, a contact, a guide, and a very important member o

For example, what areas, services and personnel in the community would rei The fourth grade teachers and the host nation teacher needs to have time t Suppose a social studies unit addresses the concept of the city in history functions does it perform? Why do cities grow or die? How do they change very human dimensions. They require a series of class experiences, vocabu ries of observations and visits, contacts with local citizens, slides, mod and more.

It probably means that you will want to consider different ways of using t in the curriculum takes on more functional perspective. You need a certai helps you identify and perceive that area of the community under study in

It's all in your own back yard ...

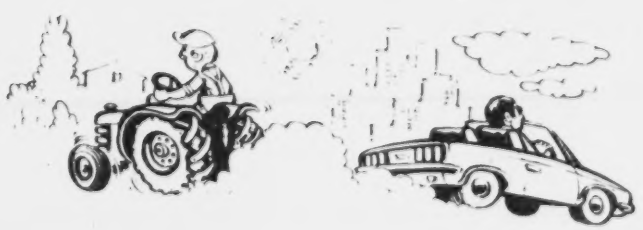
III. MY OWN BACK YARD

vidual distinct in many ways from all other children, then the same applies to the faculty of d, prescriptive host nation curriculum for all USDESEA schools. As a faculty, you are unique s your community. The resources in Wildflecken are different from those in Wiesbaden. What rve and analyze them in the same manner as a class in an American city uses its community as mmunity services, institutions, historical sites, galleries, museums, dairies, farms, indus- nt, people. The American and host nation communities in which you function are an integral

rogram which reflects the unique needs and talents of the faculty and the students and which le in the community. This means that the host nation teacher is more than a teacher. She is guide, and a very important member of that school's team of teachers.

personnel in the community would reinforce class activities associated with fourth graders? t nation teacher needs to have time to discuss and outline some projects for the school year. es the concept of the city in history. What is a city? How did it come into existance? What ties grow or die? How do they change? How does the new effect the old? These questions have a series of class experiences, vocabulary in English and host nation language, a planned se- acts with local citizens, slides, models, illustrative data, perhaps an interview on tape ...

to consider different ways of using time. There is a foreign language need, but now its role ional perspective. You need a certain kind of knowledge of that aspect of the language which area of the community under study in order to answer what should be very fundamental questions.



IV. BIER UND BRETZEL

If this hasn't occured, then you are a better man than I ...

> "Oh, Frau Schmidt! I am so glad you're here. I know you don't hav
> some short little song? They do enjoy your German songs! Oh, excu
> right back. See you in a few minutes. Quiet children! Well, ...

or

> "Guten Morgen children. Quickly, liebe Kinder, we haven't much tim
> no crayons. Schnell! Now today's lesson will cover the boundaries
> Quiet, Kinder! What, little boy, you just arrived today? Just sit
> Look at the time! Auf Wiedersehen!"

Obviously, we've overdrawn the examples. Situations like these seldom, if ev
and very clear. Any host nation program isolated from the other segments of
succeeds, it will only be through the combined efforts of the American and ho
its failure or its success are borne equally.

PRETZELS REALLY GO BETTER WITH BEER. ISN

*Our apologies to our USDESEA colleagues in other countries. Please substitu

IV. BIER UND BRETZELN*

ter man than I ...

you're here. I know you don't have much time, but could you teach the children
enjoy your German songs! Oh, excuse me. I have to check my mailbox. I'll be
nutes. Quiet children! Well, ... Auf Wiedersehen!"

, liebe Kinder, we haven't much time so out with your pencils and paper - nein,
's lesson will cover the boundaries of Germany - no, not Kansas, Liebling!
, you just arrived today? Just sit down over there until I find time. Mensch!
en!"

situations like these seldom, if ever, occur. But we want to make the point very strong
olated from the other segments of the school program is, indeed, inhibited. If it ever
ned efforts of the American and host nation teaching staff. The responsibilities for
y.

S REALLY GO BETTER WITH BEER. ISN'T IT TIME FOR A CHANGE?

other countries. Please substitute appropriate terms to suit your location.

V. GETTING OFF ON THE RIGHT FOOT

It's August. Miss Peach just arrived. Her bags were lost at Rhein Main. She need
about the USAREUR driver's examination and short on cash for insurance. The BOQ ha
words like "commissary, non-military and AFN". She's six hours off schedule from h
factors, she is hardly aware that she is in Germany. If things don't loosen up, sh
where she really is. A room at the BOQ, meals at the Club, a movie at the American
can Express tours - this can easily become her overseas life style unless she gets

Orientation week is the most crucial period! After the appropriate fireworks and i
teacher has that golden opportunity to give that much needed perspective to the hos
is Germany - the antitheses of every tired World War II movie, friendly - not hosti
pared to become a very important member of that teacher's team. (She may be the fi
clerks, waiters and other service personnel associated with the American community.

The orientation meeting can provide a number of opportunities that clearly establis
that no school system in the United States could duplicate:

Field Trip Booklet - One in every teacher's hand. Where to go, what to see, ti
study activities, recommended grade levels, student dress, lunch requirements, cost

Faculty Questionnaire - Who would like to learn the local language, take special
teachers, take faculty tours, enjoy a wine probe, meet the local mayor and superint
automobile club, buy an automobile (YES!), become a member of a cooking club, join

First Monthly Host Nation Newsletter - Faculty and parents (usually attached to
receive updated news on cultural happenings in and about the community and where to
festivals, special programs, television programs, films, etc., etc. This is a good

Handouts - Best of all, most of them are free. Every country abounds with them.
city brochures and maps. Travel agencies and the regional tourist offices have cou
tional railways and airlines. Train bus and streetcar schedules are helpful. Samp
etc.', the English edition of the Michelin Green Guide, Fodor Guide and the other pu

V. GETTING OFF ON THE RIGHT FOOT

arrived. Her bags were lost at Rhein Main. She needs to register her new Volkswagen. She's up tight amination and short on cash for insurance. The BOQ has put her in cultural shock. She is learning new ilitary and 'AFN". She's six hours off schedule from her charter flight. Faced with these bewildering that she is in Germany. If things don't loosen up, she may spend most of the school year discovering at the BOQ, meals at the Club, a movie at the American theater, parties with colleagues and some Ameri- easily become her overseas life style unless she gets some help from her friends.

crucial period! After the appropriate fireworks and introduction by the principal, the host nation tunity to give that much needed perspective to the host nation program. For example, as a German, she f every tired World War II movie, friendly - not hostile, understanding - not rigid, and obviously pre- ant member of that teacher's team. (She may be the first German Miss Peach meets - in addition to PX vice personnel associated with the American community.)

rovide a number of opportunities that clearly establish that school's host nation program as something nited States could duplicate:

n every teacher's hand. Where to go, what to see, time required, transportation available, suggested grade levels, student dress, lunch requirements, costs, if any, etc., etc.

would like to learn the local language, take special weekend tours, visit local schools, meet their enjoy a wine probe, meet the local mayor and superintendent, sign up for a gourmet meal, join the local bile (YES!), become a member of a cooking club, join the local sport club or music group, etc., etc.?

ewsletter - Faculty and parents (usually attached to principal's monthly letter to parents) should al happenings in and about the community and where to obtain tickets - concerts, operas, plays, folk elevision programs, films, etc., etc. This is a good time to introduce the faculty to "Issue Nr. 1".

t of them are free. Every country abounds with them. The local community tourist office provides el agencies and the regional tourist offices have countless, colorful free brochures, as do the na- Train bus and streetcar schedules are helpful. Samples of the detailed regional maps (Esso, Shell, the Michelin Green Guide, Fodor Guide and the other publications with detailed guidance on hotels,

restaurants and noteworthy sights in the host nation should be available fo
who would like copies. You may also desire to include a listing of these a
purchase at the Stars and Stripes newsstand or local bookstore.

Introductions - Besides the other members of the host nation staff, this
superintendent or a representative from your "sister" exchange school. Fac
ulties to socialize - tea, coffee, wine, beer - something like that at eith
a local tavern where nobody frowns too heavily at good spirits.

The Tour - Get Miss Peach outside the gate! By the time classes start,
vite the faculty - oldtimers, too, to do a tour of the area. First, the An
laundry and all, then the community outside - at least one good castle, th
and one stop at an interesting landmark, possibly a colorful restaurant or
throughout the year. Show Miss Peach where she is and make her feel at "ho
more years. Knowing this, she will likely be a more comfortable and active
community.

Instant Survival Tips - The American teacher is immediately faced with s
telling time in the local language, asking for directions, ordering food, p
distances, etc. A host nation teacher might offer free 30-minute language
members during the first month of school to provide a little order to what
for the American teacher.

Schedule Phase II Meetings - Give it time to sink in. The host nation p
get settled, licenced, fed, clothed and in general, adjusted to the new "ol
ings are firmly scheduled between the host nation teachers and the American
two weeks of classes. Armed with all those guides and some strong impressi
and her colleagues are more likely to be very interested in planning an act
for the school year - not a twenty-minute-a-day interlude but a series of m

Good luck!

the host nation should be available for examination and, where requested, ordered for those desire to include a listing of these and other dependable publications which teachers may wsstand or local bookstore.

members of the host nation staff, this is an ideal time for greetings from the local community rom your "sister" exchange school. Fact is, orientation week is the best time for the two fac- ine, beer - something like that at either of your schools or some mutual meeting point, perhaps oo heavily at good spirits.

the gate! By the time classes start, you may be too late. Reserve a bus in advance and in- do a tour of the area. First, the American village including the PX, commissary, gas station, outside - at least one good castle, the best shops, the market place, the "Bahnhof", of course, ark, possibly a colorful restaurant or if you prefer, a "dive". Plan periodic tours or dinners h where she is and make her feel at "home". It's where she will live and function for one or likely be a more comfortable and active person in the host nation program in your school and

an teacher is immediately faced with such needs as identifying and counting the local currency, sking for directions, ordering food, purchasing items and determining clothing sizes, weights, r might offer free 30-minute language instruction sessions after dismissal to the new staff ool to provide a little order to what may initially be a confusing and frustrating experience

it time to sink in. The host nation program competes with BOQ cultural shock. Help Miss Peach nd in general, adjusted to the new "old world". Make sure during orientation week that meet- host nation teachers and the American teachers by grade level (or departments) after one or those guides and some strong impressions from those tours and initial contacts, Miss Peach be very interested in planning an active host nation program for themselves and their students nute-a-day interlude but a series of mutually planned lessons and activities.

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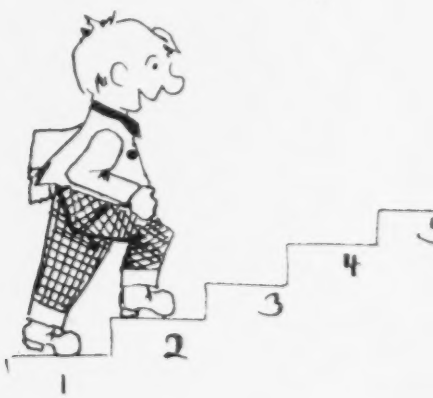
VI. PUPIL PROGRESS

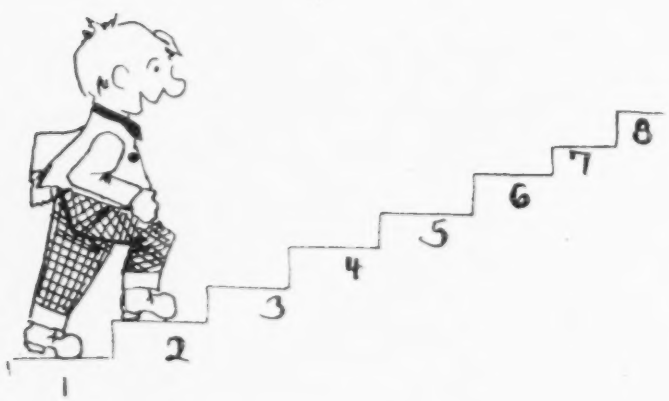
An academic program assumes a natural progression of the student from Se
acquisition of increasingly sophisticated skills and perceptions, for ex
languages. It's something like the boy on the steps, each succeeding st



The USDESEA student spends an average of 18 months in his school. Genera
the States in September, November, February or April. He picks up his ma
it back home. When he leaves at any time during the year (and he likely
familiar programs in his stateside school, possibly identical to our own.

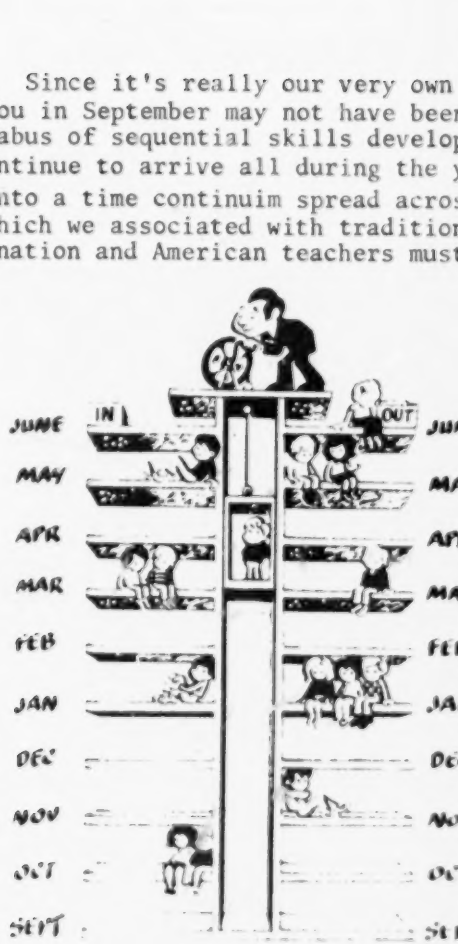
VI. PUPIL PROGRESS TO WHERE?

ral progression of the student from September to June or grade level to grade level through the ticated skills and perceptions, for example, in such areas as math, science, social studies and e boy on the steps, each succeeding step assuming completion of the preceeding step.



ge of 18 months in his school. Generally, he "fits" into a certain level when he arrives from February or April. He picks up his math or reading program in USDESEA just about where he left y time during the year (and he likely will), he will make a fairly comfortable transition to school, possibly identical to our own.

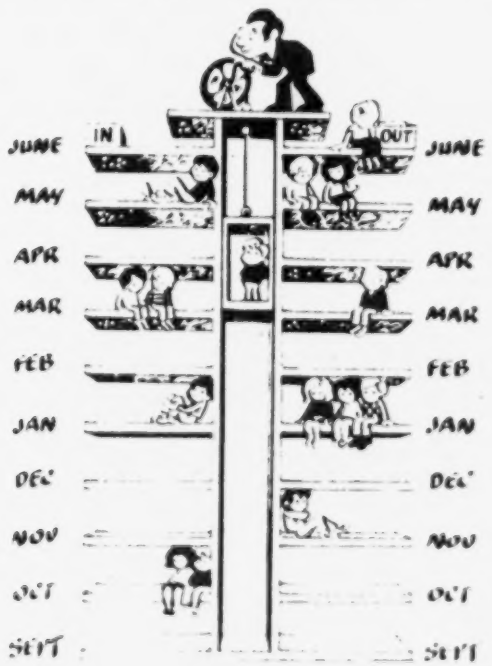
THIS JUST ISN'T TRUE IN THE HOST NATION PROGRAM. Since it's really our very own
United States. Many of the students who greet you in September may not have beer
ing, they don't "fit in" to the traditional syllabus of sequential skills develop
students will be replaced by new students who continue to arrive all during the y
language or cultural background that fits them into a time continuim spread acros
level. We might contrast the boy on the steps which we associated with tradition
host nation program model within which the host nation and American teachers must



Faced with this bewildering array of students who arrive and depart like trains i
upon a standard syllabus of sequential skill's development is further compounded
year, stop and assess the composition of a class. Of 30 students in a typical el
abroad for the first time. Another group may be on their second "tour" but have
three or four years previously. A third group of students has host nation cultur
Some have foreign-born mothers. Others have even attended host nation schools.
have attended the same USDESEA school for several years.

Let's look at scheduling for a moment ...

.TION PROGRAM. Since it's really our very own natural resource, it has no counterpart in the
s who greet you in September may not have been in your school last June. Unlike math and read-
ditional syllabus of sequential skills development. To complicate matters even further, "old"
udents who continue to arrive all during the year from schools with little, or more likely, no
t fits them into a time continuim spread across a school year calendar, grade level by grade.
n the steps which we associated with traditional academic programs with the distincly different
ich the host nation and American teachers must accept and discharge their students - the elevator.



f students who arrive and depart like trains in a busy railway station, the program which depends
tal skill's development is further compounded by another factor. At any given day in the school
n of a class. Of 30 students in a typical elementary grade, perhaps half or more are living
group may be on their second "tour" but have likely forgotten what language they may have learned
third group of students has host nation cultural and language experience far above the others.
hers have even attended host nation schools. A few may be of children of civilian employees and
l for several years.

nt ...

VII. TICK-TOCK/STEP-LOCK

Tradition gave us the most frequently used scheduling system in USDESEA elementary schools - the "lock-step" system, usually characterized by series of 8 to 10 20- to 30-minute lessons each day, five days a week. The host nation teacher moves from room to room during brief intervals. She attempts to provide some form of foreign language or "culture" instruction appropriate to the grade level and hopefully to the wide variety of language comprehension and personal and cultural backgrounds within the class. She usually encounters hundreds of students each day, as many as 300 in some cases.

The "lock-step" schedule may be comfortable for many of us. The blocks of brief periods of time offer security within the maze of students whom the host nation teacher encounters and provides the American classroom teacher with a firm, repeated time box within she may operate as she sees most appropriate.

Because American educators are accustomed to library, music, art, or physical education periods, it may seem natural to treat the "host nation" period in the same manner. If the music teacher does her "thing", then why shouldn't the host nation teacher do hers?

THE POINT IS ...

The host nation teacher cannot do her "thing" in a vacuum. She is potentially a teacher and a unique counselor to the students. Teaching bits and pieces of a f related to the classroom activities and the real world of that child and his tea background and those of the American teachers are best used depends upon several terests and styles of teaching, and most important, how the teachers and the sch

VII. TICK-TOCK/STEP-LOCK

sed scheduling system in USDESEA elemen- usually characterized by series of 8 to ive days a week. The host nation teach- intervals. She attempts to provide some instruction appropriate to the grade level nguage comprehension and personal and cul- e usually encounters hundreds of students

table for many of us. The blocks of brief he maze of students whom the host nation erican classroom teacher with a firm, re- as she sees most appropriate.

ned to library, music, art, or physical ed- o treat the "host nation" period in the same "thing", then why shouldn't the host nation

'thing" in a vacuum. She is potentially a very special professional resource to the American tudents. Teaching bits and pieces of a foreign vocabulary and culture which are largely un- the real world of that child and his teacher can hardly be justified. How her specialized achers are best used depends upon several factors - certainly their individual talents, in- t important, how the teachers and the school administrator "see" the host nation program.

SO ...

Consider alternatives. Be willing to experiment. Does a first grader about the kindergartener? If your school is typical, your host nation you "cut the pie" and still provide an effective program? Could a fre up community contacts, setting up field trip schedules, gathering loc on more involved projects?

Then consider the pupils ... What kinds of experiences could a child in this community which relate to his own personal experiences and to in time? The first grader, for example, can only be baffled by learni many as a nation when he is hardly aware of what that host nation or t terested in what people do outside his classroom, what kinds of work t factories.

The third or fourth grader can handle more sophisticated tasks. Some about many things, to draw and to construct. They can see similaritie analysis are difficult for most. They enjoy first-hand experiences. tion-oriented host nation program.

The fifth and sixth graders can handle fairly demanding situations. T ilarities fairly well. They see more differences between their cultur cially when there's variety. They'll accept a challenge if its enjoya approval by their peers and are curious about strangers. They make id the snow and other programs with host nation children their age.

FINALLY ...

With all this in mind, it seems logical that children of different age just as they do in their other related curricular programs. The Ameri teacher with whom they work can best determine as a team what kinds of and to what extent of involvement.

xperiment. Does a first grader need as much involvement as the fifth grader? And what
ol is typical, your host nation program is probably not fully staffed. Then how thin can
effective program? Could a free day or at least a part of each day be set aside for firming
d trip schedules, gathering local materials, and working with certain teachers and students

s of experiences could a child at a certain grade level expect to have during his short stay
wn personal experiences and to the concerns of the American school curriculum at that point
, can only be baffled by learning about geographical features and political aspects of Ger-
e of what that host nation or the United States really is? He will likely be far more in-
classroom, what kinds of work there are and how people move from their homes to offices and

ore sophisticated tasks. Some can handle independent projects. They like to collect facts
ruct. They can see similarities and differences, but handling abstractions and critical
enjoy first-hand experiences. They're good observers and excellent candidates for an ac-

fairly demanding situations. They tend to know where they are and handle contrasts and sim-
ifferences between their culture and someone elses. They're interested if you are, espe-
ccept a challenge if its enjoyable and not extended over too long an interval. They desire
about strangers. They make ideal participants in extended "live-in" programs, school in
ation children their age.

that children of different ages require different experiences in the host nation program - √
curricular programs. The American teachers of a particular grade level and the host nation
termine as a team what kinds of experiences would be most appropriate, with what frequency,

VIII. WHAT ABOUT DEPARTMENTALIZED

Do we stop talking "host nation program"? We hope not. Lots of people talk "f
talized secondary grades. There is room for both - but beware.

The junior high school administrator and faculty face a very special problem.
mandatory basis may make scheduling convenient - nine-week courses alternating
three periods a week alternating with required physical education, music, art o
etc. Trouble is, some students prefer other offerings while others really want
system is preferable. Keep the "elevator" model in mind. Students come and go
accommodate the students who arrive after September (and on to June), then add
"fitting in" problem.

Senior high school language programs face far less frustration. First, they ar
to "fit in" since he picks up the language where he left it in the States - or
tests determined his recommended level upon assignment to the senior high.

In an honest attempt to extend the host nation concept to the junior high schoo
"culture" classes. More often, they are required (all 7th graders, all 8th gra
they best fit, usually alternating during the week or from semester to semester
should honestly be a special award for those teachers who gave their all to the
seems to have no relevance to their own lives or because no one seems to agree
out" spiritually.

Many secondary schools do have active "host nation" programs. Read section V,
<u>just as much</u> to secondary schools as elementary schools.

Departmentalized schedules are <u>not</u> really inflexible. Certainly the students a
for interested students to engage in community-related activities? Can at leas
period of time each day to make community contacts, serve as a resource to Amer
American students beyond their community? High school youngsters with good lang
of German, or French, or Italian, or Spanish ever has in the United States. Th
for a number of students and consideration of more projects utilizing not only

Again, the responsibility lies with the American teacher as much as the host nat
this requires <u>time</u> early every school year for the staff to discuss, explore and

VIII. WHAT ABOUT DEPARTMENTALIZED PROGRAMS?

ram"? We hope not. Lots of people talk "foreign language" when the student reaches departmen-
com for both - but beware.

and faculty face a very special problem. Host nation language classes for all students on a
onvenient - nine-week courses alternating with three others during the year, two periods or
required physical education, music, art or other courses, with ratios switched each semester,
r other offerings while others really want foreign language instruction. Certainly, the latter
ator" model in mind. Students come and go all year. If the school program cannot effectively
fter September (and on to June), then add plenty of teacher frustration. We're back in the

face far less frustration. First, they are elective, and far more logically the student tends
guage where he left it in the States - or in that elective junior high program where final
upon assignment to the senior high.

st nation concept to the junior high school, a few schools have bravely attempted to offer
are required (all 7th graders, all 8th graders, etc.) and thus scheduled in whatever manner
ring the week or from semester to semester with other more standard junior high courses. There
r those teachers who gave their all to the culture class. Perhaps because the course content
wn lives or because no one seems to agree what "culture" really is, students generally "tune

"host nation" programs. Read section V, "Getting Off on the Right Foot", again. It applies
elementary schools.

ally inflexible. Certainly the students and teachers are not. Is there an activity period
community-related activities? Can at least one host nation language teacher be provided a
nity contacts, serve as a resource to American teachers, and promote programs which extend
ity? High school youngsters with good language ability have opportunities that no student
Spanish ever has in the United States. This implies more flexibility in altering schedules
ation of more projects utilizing not only "school" time, but evenings or weekends as well.

he American teacher as much as the host nation language teacher - perhaps even more. But
year for the staff to discuss, explore and try! (Mr. Administrator, please note.)

IX. WHAT THE "ADMINISTRATORS'

The Administrators' Guide (USDESEA Pamphlet 352-5) is published biennial
school administrators. It provides certain policies and procedures for t

A revised section of the 1 September 71 edition of the Guide entitled "Ho
certain areas covered in this booklet. The following is extracted direct
uling teacher time and cooperative faculty planning:

"D. Scheduling Teacher Time:

a. Elementary Schools: It is strongly recommended that schools whi
host nation teacher with a daily class load of 8 to 10 periods of 20 to 3
ules and provide each host nation teacher with a minimum of 20% of her ti
day, one morning and one afternoon, two mornings or two afternoons). Thi
pare for on-site class visits, personally visit community agencies to coo
nearby host nation community school, obtain materials within the communit
school host nation newsletter, work with selected students on specialized
vide specialized language instruction for new arrivals or selected studen
In larger schools, one of the host nation teachers may be selected to car
gree than the other host nation staff.

Where limited staffing prohibits equally distributed scheduling among gra
grade levels, e.g., two or three periods per week for grades four, five,
two and three. Kindergarten classes may be scheduled on a more informal
and games appropriate to their age.

b. Secondary Schools: Where staffing permits, one free period of t
foreign language teachers each day or during a longer period one day each
oriented activities identified with the elementary school program.

E. Cooperative U.S. and Host Nation Teacher Planning: The responsibili
nation teachers, American teachers and school administrators. The host n
her first week scheduled to observe the American teachers' classes. Host
scheduled visitations before initiating their programs. This enables the
teacher, the behavior and interests of the students and to gain some clea
cerns of the various grade levels which might be extended in a logical wa
some mutual planning between the American and host nation teacher. The n
committee composed of selected American and host nation teachers."

IX. WHAT THE "ADMINISTRATORS' GUIDE" SAYS

t 352-5) is published biennially by USDESEA for the information and guidance of all USDESEA
policies and procedures for the operation of the schools.

tion of the Guide entitled "Host Nation/Intercultural Programs" states in condensed form
following is extracted directly from the last two parts of the section regarding sched-
planning:

y recommended that schools which have followed the traditional custom of scheduling the
of 8 to 10 periods of 20 to 30 minutes length take immediate steps to alter such sched-
ith a minimum of 20% of her time released from formal classroom instruction (one full
nings or two afternoons). This time should be used to establish community contacts, pre-
isit community agencies to coordinate school programs, plan mutual projects with the
materials within the community, up-date the field trip manual, publish the monthly
lected students on specialized community visitation projects or exchanges, and to pro-
ew arrivals or selected students with advanced language skills drawn from various classes.
eachers may be selected to carry out these community resource functions to a greater de-

stributed scheduling among grades 1 through 6, priority should be placed upon the upper
r week for grades four, five, and six and one or two periods per week for grades one,
scheduled on a more informal and less frequent basis for special instruction in music

permits, one free period of time should be provided at least one of the local national
g a longer period one day each week in order to pursue the same types of school-community
mentary school program.

er Planning: The responsibility for the host nation program is borne equally by the host
ol administrators. The host nation teacher in a non-departmentalized school should have
rican teachers' classes. Host nation teachers new to USDESEA should have two weeks of
ir programs. This enables them to observe the instructional techniques of the American
students and to gain some clearer understanding of some of the basic concepts and con-
ht be extended in a logical way by the host nation program. Obviously, this requires
nd host nation teacher. The nucleus for such a program would be a host nation planning
host nation teachers."

X. ELEMENTARY SCHOOL SCHEDULIN

1. Pedagogically, there is a limit to the number of pupils and periods a t schedules large-group instructional periods for several classes simultaneou daily maximum, though a schedule should not necessarily be based upon reach

2. Where the host nation teacher must meet the classes in the students' cl classes to enable the host nation teacher to gather materials from one clas fully, to arrive in the room prior to the end of the American teacher's act

3. Except where individual student needs are rather exceptional, it is dif or 10% of their total weekly instruction with the host nation teacher, e.g. to consider two or possibly three periods per week at most, or less if your

4. Certain students may benefit from formal language instruction, not nece classroom is available. Basic beginning instruction for certain new arriva fairly well might be considered for those students who definitely demonstra instances. While regularly scheduled host nation classes provide certain e it is simply impossible to teach a foreign language in a class with wide ra

5. There should be a block of time when the host nation teacher provides i students - either within the classroom or elsewhere. For example certain s special class project requiring data from the community would have an oppor times, the U.S. teacher may ask her host nation colleague for assistance du Assistance" period, if used, should be reserved for a specific grade level

6. Certainly, the more that children see their American and host nation te program is perceived as an integral part of their school experience. While host nation teacher assumed certain responsibilities which all members of t recess period in the playground. The presence of the host nation teacher i her "visability" to her professional colleagues and to the children who hav room framework.

X. ELEMENTARY SCHOOL SCHEDULING SUGGESTIONS

the number of pupils and periods a teacher can effectively handle in a day, unless the school iods for several classes simultaneously. Use 200 pupils and eight periods as a suggested not necessarily be based upon reaching maximum figures.

neet the classes in the students' classroom, try to provide a ten minutes lapse between two er to gather materials from one class, assemble new materials for the next group, and, hope- ie end of the American teacher's activities.

ls are rather exceptional, it is difficult to justify elementary students receiving 2.5 hours n with the host nation teacher, e.g., five 30-minute periods per week. It's more reasonable ls per week at most, or less if your school's host nation teaching staffing is thin.

ormal language instruction, not necessarily daily, but at least twice a week, if a special instruction for certain new arrivals and intermediate instruction for those who speak se students who definitely demonstrate an interest, possibly 20-25% of the class in some ost nation classes provide certain experiences in vocabulary in relation to class projects, ign language in a class with wide ranges of backgrounds and interests.

n the host nation teacher provides individualized assistance to the U.S. teacher and certain or elsewhere. For example certain students who are newly arrived or who are engaged in a om the community would have an opportunity to work with their host nation teacher. At other t nation colleague for assistance during a special class activity. This so called "Project reserved for a specific grade level and blocked into the weekly schedule.

ee their American and host nation teachers working together, the more natural the host nation t of their school experience. While local conditions vary, it would be beneficial if the onsibilities which all members of the faculty share mutually. One of these areas is the resence of the host nation teacher in such an activity at one point during the day extends l leagues and to the children who have an opportunity to know her outside the formal class-

7. The 20% or more of the week (one day or two half-days) which is prov
time. First, this time should be used by the host nation teacher for pr
and second, the faculty should be fully aware of what their host nation
or to put it in one word, "accountability". An erasable schedule posted
pening. This time will be used to complete those activities and project
activities but which can only be achieved outside the classroom. Such a
school personnel to prepare exchange programs, joint field trips or a bi
to make the final preparations for class visitation, to gather local mat
range for a special presentation by a local citizen or group in the commu
date and expand the school's community resource manual, to obtain informa
newsletter for teachers and parents advising them of concerts, festivals
erary for a faculty trip. While this period of time may be fixed, its us
be used for scheduled field trips, though field trips would be anticipate
small group of 5th or 6th graders, for example, which require their prese
such a day. If the program supports active use of and relations with the
of time will be an extremely busy one. Anyone who has worked in such a p

v or two half-days) which is provided to the host nation teacher is not intended as "free" by the host nation teacher for projects which extend and support the formal class activities aware of what their host nation teaching colleagues is doing during these periods of time, ty". An erasable schedule posted in the front office or lounge should indicate what's happlete those activities and projects which relate very directly to the host nation classroom ed outside the classroom. Such activities would include appointments with local community ograms, joint field trips or a bi-national stay at a youth hostel, a visit to a local site s visitation, to gather local materials for use in the American teachers' classes, to arocal citizen or group in the community, to evaluate various area resources in order to upresource manual, to obtain information and brochures to be used in publishing a periodic ising them of concerts, festivals and special community activities, or preparing the itineriod of time may be fixed, its use should be flexible. Portions of the block could still ch field trips would be anticipated during any day in the week. Certain projects for a xample, which require their presence within the local community could be arranged during tive use of and relations with the community for both teachers and students, this period Anyone who has worked in such a program will tell you how urgent such a block of time is.

OH, I HATE FIELD TRIPS... I ALWAYS GET SICK ON THE BUS...WHY DO WE HAVE TO GO ON FIELD TRIPS?
WHY CAN'T WE JUST STAY IN SCHOOL, AND MIND OUR OWN BUSINESS?
WHY SHOULD WE BOTHER THE OUTSIDE WORLD?
Schulz

SAMPLE #1 OF AN ELEMENTARY HOST NATION TE

TIME	MON	TUES	WEDS
0825-0855	3^a	3^b	
0905-0935	4^a	4^b	C O N T A C T
0945-1030	5^a	5^b	
1040-1125	6^a	6^b	
1130-1230	LUNCH	LUNCH	
1230-1300	$L^1(3/4)$	$L^2(3/4)$	D A Y
1310-1340	$L^1(5/6)$	$L^2(5/6)$	
1350-1420	RECESS	RECESS	
1430-1500	PA (4)	PA (5)	

Because of the favorable ratio of one host nation teacher to 8 American 3rd, 4th, each class to meet formally with their host nation teachers twice a week. Beginn struction is provided selected students in combined grades 3/4 and 5/6 twice week period a week to the two classes in each grade level for special project assistan weekly with her colleagues. Wednesday is reserved for community contacts and rel

SAMPLE #1 OF AN ELEMENTARY HOST NATION TEACHER SCHEDULE

MON	TUES	WEDS	THUR	FRI
3^a	3^b		3^a	3^b
4^a	4^b	C O N T A C T	4^a	4^b
5^a	5^b		5^a	5^b
6^a	6^b		6^a	6^b
LUNCH	LUNCH		LUNCH	LUNCH
$L^1(3/4)$	$L^2(3/4)$	D A Y	$L^1(3/4)$	$L^2(3/4)$
$L^1(5/6)$	$L^2(5/6)$		$L^1(5/6)$	$L^2(5/6)$
RECESS	RECESS		RECESS	RECESS
PA (4)	PA (5)		PA (6)	PA (3)

one host nation teacher to 8 American 3rd, 4th, 5th and 6th grade teachers, this schedule permits heir host nation teachers twice a week. Beginning ("L^1") and more advanced ("L^2") language in- dents in combined grades 3/4 and 5/6 twice weekly. The host nation teacher is also available one n each grade level for special project assistance ("PA"). She shares recess duties four times sday is reserved for community contacts and related intercultural programs.

SAMPLE #2 OF AN ELEMENTARY HOST NAT

TIME	MON	TUES
0825-0850	1[a]	1[b]
0900-0925	2[a]	2[b]
0935-1000	3[a]	3[b]
1010-1040	4[a]	4[b]
1050-1130	5[a]	5[b]
1130-1230	LUNCH	LUNCH
1230-1300	6	6
1310-1340	L (3/4)	L (5/6)
1350-1420	RECESS	RECESS
1430-1500	PA (3)	PA (4)

This school has only one host nation teacher for a faculty of 12 US classroo
the host nation teacher once a week. Grades 2, 3, 4 and 5 are scheduled twi
ods weekly. Selected students from the four 3rd and 4th grade classes and t
guage instruction ("L") twice a week. Recess duties are scheduled four peri
teachers in each of the six specific grade levels during a special project a
host nation teacher community contact day.

SAMPLE #2 OF AN ELEMENTARY HOST NATION TEACHER SCHEDULE

MON	TUES	WEDS	THUR	FRI
1a	1b	1c	PA (2)	
2a	2b	2a	2b	C
3a	3b	3a	3b	O
4a	4b	4a	4b	N
5a	5b	5a	5b	T
LUNCH	LUNCH	LUNCH	LUNCH	A
6	6	PA (1)	6	C
L (3/4)	L (5/6)	L (3/4)	L (5/6)	T
RECESS	RECESS	RECESS	RECESS	D
PA (3)	PA (4)	PA (5)	PA (6)	A
				Y

n teacher for a faculty of 12 US classroom teachers. Each 1st grade is scheduled formally with . Grades 2, 3, 4 and 5 are scheduled twice weekly. The single sixth grade receives three peri- the four 3rd and 4th grade classes and the three 5th and 6th grade classes receive formal lan-. Recess duties are scheduled four periods a week. The host nation teacher is available to grade levels during a special project assistance ("PA") period. Friday is reserved as the t day.

XI. SOME INITIAL CONCEPT AREA

During school year 1971/72, USDESEA will publish guidelines emphasizing spe
class and community activities which relate directly to and support these c

It seems abundantly clear that the host nation activities of any child shou
cerns, i.e., host nation activities are logically an outgrowth of a social
those interest areas which are suitable to a student at a certain stage in

No child would be expected to complete a specific sequence of activities ov
fying such concept areas for a general grade level range provides all of us
learning about the structure and operation of a local community government
class may study the very simple concept of families at an earlier age.

Grades 1 - 2 - The individual, school, neighborhood, family and introductio

1. Children are individuals who resemble each other in many ways. (There a
2. Children attend school with their friends.
3. Children play games, sing songs, dance, listen and act out folktales, an
4. Some children walk from their homes to school and others ride.
5. Children live in different homes and neighborhoods.
6. Each child is a member of a family living in a neighborhood.
7. We learn from our teachers, our family, and our school and neighborhood
8. Members of a family work together and depend upon each other.
9. Families are individual groups of people who resemble each other in many
10. One family may be different than another family.
11. Fathers and mothers have work to do each day.
12. Fathers (and some mothers) have different kinds of jobs to do.

SOME INITIAL CONCEPT AREAS TO CONSIDER

h guidelines emphasizing specific concept areas for various grades and suggested
ectly to and support these concepts.

activities of any child should relate in a natural way to his other classroom con-
ly an outgrowth of a social studies program. Further they should support and extend
udent at a certain stage in his intellectual and social development.

ic sequence of activities over the years. His stay is too brief. However, identi-
vel range provides all of us with at least a "framework of operation". Certainly,
local community government is more suitable for one age than another while another
lies at an earlier age.

nood, family and introduction to community

other in many ways. (There are similarities and differences, too.)

ten and act out folktales, and learn about other things in school.

ol and others ride.

orhoods.

a neighborhood.

our school and neighborhood friends.

upon each other.

resemble each other in many ways, but each member has his difference, too.

ily.

ds of jobs to do.

13. There are many kinds of workers in our community.

14. People who live and work together have to follow certain rules (customs, l

15. Our school is in two communities - an American and a host nation community

16. There are similarities and differences between these two communities.

17. The host nation community began long before our American community.

Grades 3 - 4 - The family and the community, social groups, traditions, use of and utilities, community government, and introduction to political boundaries a

1. Use of those concepts for grades 1-2 as basic to the following concepts.

2. Families are part of a larger community of people.

3. There are different kinds of communities, cities, suburbs, rural villages,

4. The way in which people live and work is influenced by their location (ada ment), and the traditions which they inherit (culture).

5. Resources must be properly used and protected (conversation).

6. One can often see a contrast between the newer (modern) ways of living wit

7. All communities have a history which traces their beginning.

8. Language gives a group of people common meanings and purposes.

9. Children and their families enjoy leisure activities at home, in clubs, in

10. People are consumers and producers. (Role of money and trade.)

11. Communities require water, power, communication, transportation and other

12. Members of a community have certain rights and responsibilities (laws and

13. Communities are part of a larger group of people (state and national bound

s in our community.

her have to follow certain rules (customs, laws).

es - an American and a host nation community.

ferences between these two communities.

n long before our American community.

ommunity, social groups, traditions, use of available resources, area geography, public services , and introduction to political boundaries and global inter-relatedness.

es 1-2 as basic to the following concepts.

community of people.

ommunities, cities, suburbs, rural villages, ports, etc.

nd work is influenced by their location (adaptation), the resources available to them (environ- ey inherit (culture).

d and protected (conversation).

etween the newer (modern) ways of living with the older (traditional) ways.

which traces their beginning.

le common meanings and purposes.

joy leisure activities at home, in clubs, in the community and outside the community.

cers. (Role of money and trade.)

er, communication, transportation and other important services which make a community.

rtain rights and responsibilities (laws and government).

er group of people (state and national boundaries).

Moving Outward/Intercultural Education

14. The U.S. and host nation are part of a larger, inter-related global comm

Grades 5 - 6 and above - Man's adaptation to and modification of his environm which an individual lives, historical tradition, contrasts within a single cu related to the economic system, political structures, and man as a member of

1. Use of those concepts for the previous grades which may be basic to the

2. People adapt to and, where necessary, modify the environment in which th

3. Values of people living together are learned in various ways and help sh

4. There are differences in behavior and in values among members of a singl

5. The United States and host nation cultures have many components which th each other.)

6. History and on-site evidence show the transition of a culture (or of a c

7. Historical conflicts between groups or nations cause changes in boundari

8. Changes in a language give evidence of changes within the culture in whi

9. The ways in which people live are ever changing and often reflect change

10. Natural resources require wise use and modification (forestation, dams,

11. Products and processes require interdependent components and services (c

12. Prices and wages depend upon many inter-related factors including natura economic choices of the people.

13. Economic systems are shaped by the values of the culture.

14. Political systems of communities, states or a nation are maintained or c government.

15. Members of two different cultures tend to maintain that which is unique similar values and needs.

re part of a larger, inter-related global community.

adaptation to and modification of his environment, role of social values within the social system
torical tradition, contrasts within a single culture, consumer/producer roles, supply and demand
, political structures, and man as a member of a larger community of people with common needs.

the previous grades which may be basic to the following concepts.

e necessary, modify the environment in which they live.

gether are learned in various ways and help shape a social system.

ehavior and in values among members of a single national group.

t nation cultures have many components which they share in common. (Some very likely inherited from

nce show the transition of a culture (or of a community) from earlier times to the present.

een groups or nations cause changes in boundaries, ways of life and sometimes even language.

e evidence of changes within the culture in which that language is used.

live are ever changing and often reflect changes in traditional values.

wise use and modification (forestation, dams, irrigation, ecology).

quire interdependent components and services (case studies of local industries).

pon many inter-related factors including natural resources, supply and demand, foreign trade and

ed by the values of the culture.

unities, states or a nation are maintained or changed by the interaction of the people with the

ultures tend to maintain that which is unique to each's culture while more and more they share

XII. WHERE THE ACTI

Certainly, a great deal of it is in the classroom. Any well-planned host language skills, collection of data, possibly simulation activities, readi plans and preparations for the community related activities.

MOM SAYS "OK". Parental clearance for any activity outside the school is (including expenses for fees or food), what to wear, what you plan to do

A LITTLE HELP FROM YOUR FRIENDS. Some teachers may be able to handle thi Don't be shy. Ask for chaperons. There are usually plenty of mothers wi host nation-born mothers, or as one school did, place an advertisement in nation community - and stand back. Remember, your best resources are the

HOW MUCH? You could probably write a book on how you have raised money f programs. Extensive class activities outside the school cost money, mayb families prefer to pay. The Saturday class car wash ($1.25 per car) in t lot, the Wednesday night pot luck supper ($1.50 for adults; $0.75 for chi school or club, and the razzle-dazzle raffle ($0.50 per ticket) with an a or two work very effectively in many American communities. Some schools sor the ice cream concession at the local German-American Volksfestival w "Gummibärchen" in the school. Don't forget the local International Women Club, Booster Club and other community support activities.

WHO IS RESPONSIBLE IF... As a general proposition, the courts of the Unite of the U.S. Government are immune from liability for torts committed in th who is a member of the Civilian component, under provisions of Article 7, enforcement of any judgment given against him in the receiving state arisi sions of para 5 (a), Article VIII, NATO, SOFA.

Though it seems clear that teachers are immune from legal suits, a number expensive rates in order to cover those periods other than during the perf

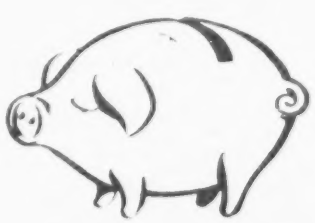
XII. WHERE THE ACTION IS

he classroom. Any well-planned host nation study unit will require lots of class preparation - possibly simulation activities, reading materials, audiovisual media, and thoroughly organized ity related activities.

r any activity outside the school is essential. Tell the parents where it is, what is needed , what to wear, what you plan to do there, and when you return.

e teachers may be able to handle thirty youngsters on a trip. Most will need some assistance. ere are usually plenty of mothers with free time. If you need some language help, ask for some chool did, place an advertisement in the local newspaper requesting volunteers from the host emember, your best resources are the students in your school who speak the local language.

book on how you have raised money for various class outside the school cost money, maybe more than some class car wash ($1.25 per car) in the PX parking per ($1.50 for adults; $0.75 for children) in the raffle ($0.50 per ticket) with an attractive prize American communities. Some schools in Germany spon- ocal German-American Volksfestival while others sell forget the local International Women's Club, Dads y support activities.



proposition, the courts of the United States have held that officers and employees of agencies n liability for torts committed in the performance of official duties. The individual employee nent, under provisions of Article 7, 1 (b), NATO, Status of Forces Agreement, is protected from inst him in the receiving state arising out of performance of official duties under the provi- TO, SOFA.

re immune from legal suits, a number do, however, carry liability insurance at extremely in- se periods other than during the performance of official duties.

GETTING THERE.

WALK: Fine, its good exercise ... and logical, if you plan to visit the installatio serve a nearby host nation activity.

STREETCARS: Where they are available, a rare treat for an American and an experienc activities in preparation. Cost is cheap depending on distance, or in some towns, a you have the community streetcar or bus route map and schedule?

CHARTER BUS: Local private tour buses are quite reasonable. Check their rates at t and postal bus rates. You can reduce individual costs by doubling up by classes. T one class of 30. (If your school and military installation contracts charter buses include their use for field trips, exchange visits and other activities during the s

MILITARY BUS: The majority of USDESEA schools depend upon U.S. Army or Air Force bu cure approval for use of these buses from your local installation motor pool well in but USDESEA pays for their use - not only for the mornings and late afternoons, but know your motor pool in a friendly way.

RAILWAYS: There are many excellent railway systems overseas. Most of them provide German National Railway (Deutsche Bundesbahn) enables school groups to travel roundt free ride for teachers and chaperons, depending on the group's size. The form can b "Antrag auf Fahrpreisermässigung für Schulfahrten". If you're in another country, f railway system there.

CARS: Don't take a taxi! Nothing, short of getting to the moon, is more expensive. car could not be handier. Check with the parents. This is where Dad's big Buick ca

WHEN ALL ELSE FAILS: Can the local city government provide a bus? What about the c base public affairs office? Could a local school join you and provide a bus? Call If not, they'll contact the Directorate. Without wheels your students are about as Kansas City.

nd logical, if you plan to visit the installation commissary, tour the American village or ob-

e, a rare treat for an American and an experience which certainly motivates a number of class
cheap depending on distance, or in some towns, a set rate is established for any distance. Do
bus route map and schedule?

es are quite reasonable. Check their rates at the various travel buros. Also consider railway
e individual costs by doubling up by classes. Two classes of 30 on one bus can go cheaper than
d military installation contracts charter buses rather than military buses, does the contract
xchange visits and other activities during the school day? It should.)

EA schools depend upon U.S. Army or Air Force buses for normal school services. Be sure to se-
from your local installation motor pool well in advance. They may be khaki or blue in color,
only for the mornings and late afternoons, but also during the periods in between. Get to
ay.

railway systems overseas. Most of them provide special reduced fares for school trips. The
ndesbahn) enables school groups to travel roundtrip at the cost of the one-way fare, plus a
, depending on the group's size. The form can be obtained at any German railway station,
Schulfahrten". If you're in another country, find out if a similar plan is offered by the

short of getting to the moon, is more expensive. However, for a smaller group, someone's own
h the parents. This is where Dad's big Buick can really help.

city government provide a bus? What about the city travel office? Did you check with your
local school join you and provide a bus? Call your district office. Do they have a contact?
ate. Without wheels your students are about as excessible to the host nation as students in

WHERE TO? If you know your region and your school field trip manual is cu
chestnuts". You know lots more. Keep in mind that all of these examples
considerable vocabulary, much more if the activity is a fairly sophisticat
tions. possibly some camera documentation, maybe some pre-trip simulation

CASTLES, PALACES, FORTRESSES, CHURCHES, MONESTARIES, NATURAL SCIENCE MUSEUMS, INDUSTRICAL MUSEUMS, CITY STATION, BUS STATION, PUBLIC ELECTRIC WORKS, GAS STATION, POLICE STATION, SANITATION DEPARTMENT, WHOLESALE PRODUCE MARKET, NEWSPAPER, BAKERY, COCA COLA BOTTLING PLANT, WINERY, BREWERY, IUM OBSERVATORY, CONSTRUCTION SITE, OPTICAL NURSERY, COOKING SCHOOL, BOOKSTORE, PRINTING TER, MODEL HOME DISPLAYS (SAVINGS BANKS), MEAT MARKET, CABINET MAKER, GIFT SHOP, GASTHAUS, RESTAURANT, KINDERHEIM, ALTERS- "HEIM", SPORT CLUB, HARDWARE STORE, SAW- BEET PROCESSING PLANT, CHEESE FACTORY, MOVING VAN LINE, COIN AND STAMP SHOP, LOCAL FESTIVALS, PARADES, PLAYS, OPERAS, TRAFFIC SCHOOL, CAR FACTORY, APPLICANCE AL TOURS, e.g., BLACK FOREST, RHINE, MUNITY SINGING CLUB, HORSE-RIDING CLUB, CLUB, EES FACILITIES OF ALL KINDS, CURSION BOAT, TV TOWER, SCHULLANDHEIM, ZOO.

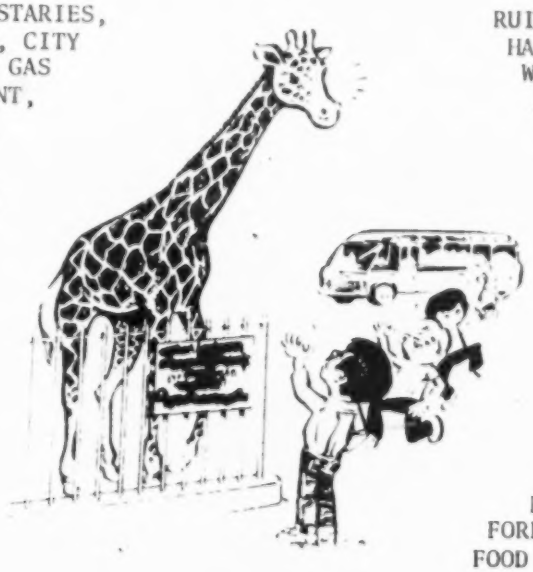
d your school field trip manual is current, no problem. Anyway, let's consider some "old
p in mind that all of these examples require some solid class preparation, background data,
the activity is a fairly sophisticated one and involves personal contacts, written observa-
tion, maybe some pre-trip simulation games, etc. For example, in Germany alone:

S, MONESTARIES,
MUSEUMS, CITY
WORKS, GAS
EPARTMENT,
BAKERY,
NERY,
OPTICAL
RINTING
KS),

LRS-
AW-

AS,
CE

B,



RUINS, MONUMENTS, ART MUSEUMS, HISTORICAL MUSEUMS,
HALL, POST OFFICE, RAILWAY STATION, STREETCAR
WORKS, WATER WORKS, FIRE STATION, DAIRY, GAS
AIRPORT, LARGE DEPARTMENT STORE, CITY MARKET,
RADIO STATION, TV STATION, LAUNDRY, DRY CLEANER,
AUTO REPAIR SHOP, BOTANICAL GARDENS, PLANETAR-
LAB, LIBRARY, SPECIAL TOURING EXHIBITS, BANKS,
SHOP, CHICKEN FARM, COMPUTER, TELEPHONE CEN-
FILM THEATER, FISH MARKET, CERAMICS SHOP,
ARCHITECT, SILVERSMITH, HOTEL OPERATIONS,
HEIM, TIERHEIM, JUGENDHEIM, A GERMAN'S
MILL, OIL REFINERY, FISH HATCHERY, SUGAR
MACHINE SHOP, HOBBY SHOP, FURNITURE FACTORY,
SIGN-MAKER, HANDICRAFT INDUSTRIES, SOCCER GAME,
PUPPET THEATER, CONCERTS, WEATHER STATION,
FACTORY, TOY FACTORY, CLOTHING FACTORY, REGION-
MAIN, NECKAR RIVERS, BAVARIAN ALPS, etc., COM-
HIKING CLUB, SAILING CLUB, A GERMAN SCHOOL, YOUTH
FORESTER, FAIRYTALE PARK, CITY PARK, FERRY BOAT, EX-
FOOD PROCESSING FACTORY, OR (YOU GUESSED IT!) THE

XIII. BREAKING LOOSE

If you wait for the local citizens to knock on your door, don't be surprised if they timers" who have arrived and departed for a quarter of a century - and largely unnot

Running down the streets shouting "hi" and shaking hands right and left could lead t better, but not really overwhelmingly effective. Being seen is one thing, but estab

There are several ways for the USDESEA school to merge itself into the local communi affairs office manned by a citizen of the host nation, usually one from that very co in close touch right away. After setting up an appointment with the local school su public affairs officer takes the school principal and the host nation teacher to the If things <u>really</u> loosen up, their accompaniment by the installation commander would American community. With him at your side, you may even meet a member of the mayor'

Before you leave, a second meeting shou selected local school. Depending upon formal session including introductions a few brief comments to the group in ge <u>his</u> school and meet <u>his</u> faculty.

Since it seems to be a peculiarly direct be arranged at a local restaurant or cl wide varieties of refreshments in the s (Many local community schools dismiss e local teachers' visits to some of your or evening events.)

Discovering these channels through whic those which are more successful begin at downward from there. In other cases, yo personal contacts with a community schoo women's club to explore community resour consider, as some schools have, host nat Your district host nation coordinator ca of these schools in your vicinity.

XIII. BREAKING LOOSE

nock on your door, don't be surprised if they don't. You're just one of a series of "short- for a quarter of a century - and largely unnoticed, too.

and shaking hands right and left could lead to problems. Marching in festival parades is ffective. Being seen is one thing, but establishing personal contacts is another.

school to merge itself into the local community. Most military installations have a public he host nation, usually one from that very community. The school principal and he should be ng up an appointment with the local school superintendent's office or his representative, the principal and the host nation teacher to the superintendent's office for formal greetings. paniment by the installation commander would be an overwhelming gesture of interest from the ide, you may even meet a member of the mayor's office at the door when you arrive.

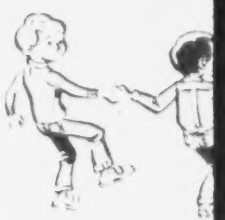
Before you leave, a second meeting should be scheduled - either at your school or a selected local school. Depending upon personalities, this could likely be another formal session including introductions to the individual faculty members and possibly a few brief comments to the group in general concluding with an invitation to visit his school and meet his faculty.

Since it seems to be a peculiarly direct American thing, an informal social affair could be arranged at a local restaurant or club. Some principals have been known to serve wide varieties of refreshments in the school library or lounge after classes dismiss. (Many local community schools dismiss earlier so there may be some opportunities for local teachers' visits to some of your afternoon classes prior to the late afternoon or evening events.)

Discovering these channels through which your school makes contact takes time. Usually, those which are more successful begin at the top of the community structure and work downward from there. In other cases, your host nation teacher may have already made personal contacts with a community school. Others have used the local international women's club to explore community resources. If nearby contacts seem impossible, then consider, as some schools have, host nation schools outside the immediate community. Your district host nation coordinator can assist you by contacting an associate at one of these schools in your vicinity.

XIV. SISTER SCHOOL

The "Sister School" concept has been very successful in many locations. Once the doors
the two faculties - or a joint faculty committee - can plan some initial exchange class
student activities. They might include invitations to special assembly or class perform
events, joint field trips, periodic joint classes in art, music and dance,and sport even
faculties may wish to plan involved activities for students in both schools - a week or
ski program, or a family "live-in" exchange.



XIV. SISTER SCHOOL

y successful in many locations. Once the doors are open and formalities dispensed with, ommittee - can plan some initial exchange class visits and then organize and schedule some invitations to special assembly or class performances, participation in holiday or festival t classes in art, music and dance,and sport events. At this point some members of the two vities for students in both schools - a week or two at a youth hostel, a school-in-the-snow nge.

XV. SEVEN LEVELS OF STUDENT INVOLVEMENT IN S

Use this chart to yield a quick "bird's-eye" self-evaluation of your school's
student involvement you identify would be characteristic of some of the schoo
isolated, sparsely populated geographic area, your program should easily be r
if your school is close to a medium or large host nation community, you shoul
Any host nation program which reaches Level 5 or higher represents a major ac

LEVEL	CHARACTERISTIC STUDENT INVOLVEMENT	E
1	ACQUIRING DATA. Information about the host nation is obtained in class through: (1) listening to the teacher; (2) readings from books, newspapers and magazines; (3) listening to audiotapes and disc recordings; (4) viewing slides, films, filmstrips, pictures and TV programs; and (5) attending presentations by guest speakers from the host nation community. Major pupil involvement would be some form of class discussion of topics thus presented.	A local c personal dealing w the local ted class
2	ON-SITE OBSERVATION. Information and impressions are gathered through direct observation outside the school through: (1) tours of sites, monuments and ruins; (2) visits to museums, exhibits and commercial enterprises; (3) viewing parades, sport events and festivals; and (4) attending performances and concerts presented in the local community. The pupil is a spectator usually within a group of other American children observing or visiting some aspect of the host nation community.	The 6th g trip ever initially nity and ing area. folder co informati these tri rotating
3	SIMULATION. Some form of participation or active in-class response is made within the framework of the host nation culture by: (1) acting out short scenes with simple props of various kinds; (2) pretending to buy various items in shops, restaurants or in the post office; (3) playing a game popular in the host nation; (4) singing songs; and (5) folk dancing.	Students Spanish f period of host nati assembly entire st provide t costumes.

LS OF STUDENT INVOLVEMENT IN SCHOOL HOST NATION PROGRAMS

bird's-eye" self-evaluation of your school's host nation program. Keep in mind that the level of would be characteristic of some of the school classes, not necessarily all. If you are in an raphic area, your program should easily be rated at Level 3 and very possibly Level 4. However, um or large host nation community, you should easily reach Level 4 - and perhaps even Level 5. ches Level 5 or higher represents a major achievement by all school and community personnel.

STUDENT INVOLVEMENT	EXAMPLE	RATING
about the host nation is (1) listening to the teach-, newspapers and magazines; and disc recordings; (4) trips, pictures and TV presentations by guest n community. Major pupil rm of class discussion of	A local citizen presents his personal slide collection dealing with the history of the local community to selected classes.	Needs further development. If this is your highest level of achievement, review and consider some projects related to Levels 2 and 3 - and possibly Level 4.
ation and impressions are rvation outside the school , monuments and ruins; (2) nd commercial enterprises; vents and festivals; and nd concerts presented in pil is a spectator usually ican children observing or host nation community.	The 6th grade takes a field trip every Wednesday afternoon, initially in the local community and later in the surrounding area. Each child keeps a folder containing pictures and information. Grades 3-8 take these trips each Monday on a rotating basis.	Encouraging. You are on the right track. Your children are still spectators. They are watching with trained eyes, but not participating.
rticipation or active in-class framework of the host nation short scenes with simple props nding to buy various items in post office; (3) playing a ion; (4) singing songs; and	Students are instructed in Spanish folk dancing over a period of several weeks by the host nation teachers. An assembly is presented to the entire student body. Students provide their own flamenco costumes.	Good. Your pupils are beginning to "think" through and interact with the host nation culture. (Or, it's a good sign of a creative foreign language program.)

Moving Outward/Intercultural Education

LEVEL	CHARACTERISTIC STUDENT INVOLVEMENT	
4	LOW-VERBAL CONTACTS. Person-to-person contacts requiring very little or no verbal interaction are scheduled during short periods (day or less) in the form of (1) sport events; (2) music festivals; (3) participation in parades; and (4) "walk-through" visits to schools. American and host nation youngsters are engaged in some form of mutual activity. Though they are working together, their participation does not depend upon opportunities to talk to each other. However, these are good "ice-breakers".	An Amer located other a sched with se HN comm nasium basketb
5	HIGH-VERBAL CONTACTS. Person-to-person contacts requiring fairly high verbal interaction are organized during short periods (1 day or less) to include: (1) exchanges of pupil and class visits to schools with shared lunches or brief visits to host homes; (2) joint class or committee preparation of a play, concert or festival; (3) bi- or uni-lingual instruction for a mixed group of American and HN youngsters in an area of high mutual interest, such as sports, hobbies, crafts, music or cooking; and (4) Level 4 activities followed by social functions leading to informal person-to-person verbal exchanges.	Local H age visi school cussion art cla student instruct The nex reverse host st
6	EXTENDED INVOLVEMENT. Extended visits and exchanges often evolve from successful one-day visits which both national groups would like to continue. Others result from carefully planned bi-national activities extending over a period of two or more days or weeks. For example, (1) 1- or 2-week "retreats" to ski or hiking areas with equal numbers of US and LN students and instructors sharing rooms, recreational and social activities, plus time reserved for regular classroom instruction; (2) alternating host family exchanges and school attendance in host student's school; (3) alternating pupil exchanges; and (4) overnight or weekend hikes, camping or sailing trips.	45 US a childre nearby classes ski inst togethe recreat locally- US milit equipme HN child in thei

NT INVOLVEMENT	EXAMPLE	RATING
o-person contacts requiring raction are scheduled during in the form of (1) sport (3) participation in parades; to schools. American and aged in some form of mutual king together, their parti- opportunities to talk to e good "ice-breakers".	An American junior high school located in an area remote from other U.S. schools establishes a schedule for basketball games with several schools in nearby HN communities. The base gymnasium and various HN community basketball courts are used.	Very good. Your program shows excellent promise. Pupils are "mixing" with others at least on a functional basis. You have broken loose from strictly American contacts.
to-person contacts requiring are organized during short lude: (1) exchanges of ols with shared lunches or 2) joint class or committee or festival; (3) bi- or mixed group of American and gh mutual interest, such as or cooking; and (4) Level l functions leading to in- exchanges.	Local HN students of equivalent age visit an American elementary school for a day - a tour, discussion of impressions, a joint art class, lunch in various host student homes, and square dance instruction and participation. The next day the visit is reversed, including lunch in host student homes.	Excelient. Your pupils are talking to members of the host nation community and interacting with them. This is a major achievement. (Your program could reach Level 6.)
d visits and exchanges often visits which both national Others result from care- vities extending over a weeks. For example, (1) or hiking areas with equal and instructors sharing activities, plus time re- nstruction; (2) alternating ol attendance in host stu- g pupil exchanges; and (4) mping or sailing trips.	45 US and 45 HN 6th grade level children spend two weeks in a nearby ski hotel. They attend classes, eat, sleep, receive ski instruction and socialize together. There is evening recreation, films, and even a locally-assembled student band. US military provides buses, ski equipment and medical services. HN children hosted US children in their homes on the final day.	Outstanding! Your host nation program is functioning at a very high level of thought, planning, language and effort. Maybe you have even reached Level 7.

LEVEL	CHARACTERISTIC STUDENT INVOLVEMENT	
7	FRIENDSHIPS. A number of friendships are established across national lines. The initial barriers arising from cultural differences are now more clearly understood from both sides. There is informal, free or voluntary interaction in one language, preferably but not necessarily that of the host nation. There are frequent social exchanges - not only within the confines of the host nation program, but also during other times. The relationship is natural, comfortable and enjoyable.	As a res visits t school c alternat two boys active f it, "budd each oth frequent weeks in ticipate hiking t

IF YOUR HIGHEST SCORE IS ... THEN ...

1 Make some local contacts and get transportation. Plan field are studying. Better review your foreign language and host r experience?

2 Plan some class exchange visits with nearby schools. Make th curious about the people they see on the tours. Hurry up bef

3 With such imaginative foreign language instruction, many stud some host nation youngsters. Invite some for an assembly pro

4 You are over the major hurdle. Follow-up one of these sessio to get them talking or working together. If it looks encoura

5 Your score is very high. With some help from parents, kids, and a little luck - you just might make a major breakthrough.

6 Cheer! Have a party. Invite friends. Give somebody an awar Director. Invite him, too.

7 Become a member of a select club. This is truly extraordinar friendships with host nation youngsters, your host nation pro

INVOLVEMENT	EXAMPLE	RATING
dships are established itial barriers arising now more clearly understood formal, free or voluntary referably but not neces- . There are frequent thin the confines of the during other times. The rtable and enjoyable.	As a result of their exchange visits to each others home and school community during two alternating one-week periods, two boys have become close and active friends - as one puts it, "buddies". They visit each other and their friends frequently, and during two weeks in the summer they participated in an international hiking tour.	Congratulations! This is the result of an exemplary program - a landmark in USDESEA host nation achievement.

THEN ...

tacts and get transportation. Plan field trips and visit some nearby areas which the classes er review your foreign language and host nation instruction. Is it really relevant to pupil

hange visits with nearby schools. Make them simple and interesting. The children are probably eople they see on the tours. Hurry up before they form some opinions.

ve foreign language instruction, many students should be ready to practice the exercises with ungsters. Invite some for an assembly program and have some snacks afterward.

jor hurdle. Follow-up one of these sessions with a party or picnic - some kind of activity or working together. If it looks encouraging, plan further exchanges.

high. With some help from parents, kids, the military community and your host nation friends - you just might make a major breakthrough. You are almost there.

y. Invite friends. Give somebody an award. Tell everyone about your program, including the im, too.

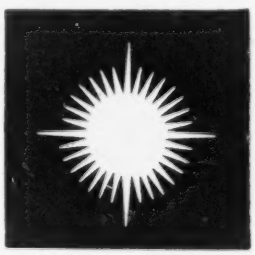
a select club. This is truly extraordinary. When several of your students have formed enduring st nation youngsters, your host nation program can go no further.

XVI. WHERE ARE YOU?

"Public relations" has become a standard term in many languages. Though the pu
nation program is certainly not to make "news", it's a desirable outcome. An a
cal host nation newspaper about an exhibit of American students' art in the tow
sponsored community assistance activity, participation in a festival parade, or
ance in a local hospital gives the "invisible American" a little more human dim
of the local citizen who otherwise would never have known what the American stu
Some, in fact, are probably unaware that an American school even exists in thei

XVII. MUST I GET INVOLVED?

One look at any educational system in any country expresses the words of that p
about every program in American education is in a state of transition, whether
what we have traditionally termed the host nation program. For most of us, tha
and the patterns are already there. Maybe it's more analogous to your living r
chairs and lamps and replace them with brand new furnishings. It's a matter of
there. Give it time, and contribute in the best way you know.

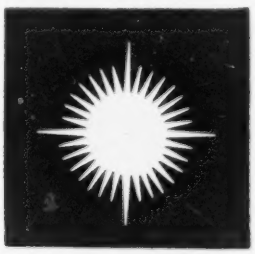


XVI. WHERE ARE YOU?

term in many languages. Though the purpose of the host "news", it's a desirable outcome. An article in the lo- it of American students' art in the town library, a school- participation in a festival parade, or a musical perform- sible American" a little more human dimension in the eyes never have known what the American students were doing. an American school even exists in their community!

XVII. MUST I GET INVOLVED?

country expresses the words of that popular song, "The times, they are a-changin'." Just is in a state of transition, whether the social studies, language arts, science, math or st nation program. For most of us, that transition will be a gradual one. The components be it's more analogous to your living room. Nobody asks you to throw out all your tables, and new furnishings. It's a matter of rearranging some of the pieces that are already the best way you know.



XVIII. ROLE OF THE PRINCIPAL

"The divine spark leaps from the finger of G

"THE CONCEPT OF THE HOST NATION PROGRAM WAS THOUGHT TO BE AN EXCELLENT ONE. THE POTENTI
PROGRAM SEEMS TO BE LIMITLESS. FULL ENCOURAGEMENT SHOULD BE GIVEN TO THE CONTINUED DEVI
THIS UNIQUE OPPORTUNITY TO IMPROVE UNDERSTANDING BETWEEN AMERICAN CITIZENS AND RESIDENTS
COUNTRIES."*

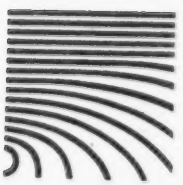
*Comment by members of the North Central Association of Colleges and Secondary Schools w

XVIII. ROLE OF THE PRINCIPAL

"The divine spark leaps from the finger of God to the finger of Adam".

(Our thanks to Whitney Griswold)

GRAM WAS THOUGHT TO BE AN EXCELLENT ONE. THE POTENTIAL OF THIS
. ENCOURAGEMENT SHOULD BE GIVEN TO THE CONTINUED DEVELOPMENT OF
NDERSTANDING BETWEEN AMERICAN CITIZENS AND RESIDENTS OF FOREIGN



tral Association of Colleges and Secondary Schools who visited USDESEA schools in 1970.